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ABSTRACT

Provided in this guide are workshop materials which present an overview of the kindergarten curriculum and provide designs for transparencies for use in instruction. The overview discusses: (1) areas of learning in the kindergarten, including learning of knowledge, skills, dispositions (i.e., attitudinal habits), and language; (2) intellectual development in the kindergarten; (3) teaching through units or topics; and (4) planning a unit of study by choosing a topic, outlining the curriculum, developing concept statements, developing content projects and activities, structuring the content, organizing the children, and anticipating problems. Approximately one-half of the guide consists of transparencies. (RH)

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UNDERSTANDING THE KINDERGARTEN CURRICULUM

A Staff Development Guide

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UNDERSTANDING THE KINDERGARTEN CURRICULUM

A STAFF DEVELOPMENT GUIDE

Mississippi State Department of Education
Bureau of School Improvement
Curriculum Office

June, 1987

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INTRODUCTION

Understanding the Kindergarten Curriculum

This workshop presents an overview of kindergarten curriculum. Areas involved in planning for kindergarten children, methods of unit and lesson planning, and techniques of scheduling are discussed.

A. Areas of Learning in the Kindergarten.

There are four broad areas into which learning may be divided at the kindergarten and elementary school levels:

1. Learning Knowledge.

The knowledge area includes concepts and understandings which children develop about the world. In planning, it is important to think of knowledge from the young child's level of understanding. If the class were studying the farm, for example, a child might come to know some of the following things after visiting a farm:

a. Many animals live on a farm.

b. Farm animals are not just pets. They give something to the farmer such as work or food.

c. Farmers grow things on their farms.

d. Farmers sell some things they grow and they keep some things to use later.

These knowledge statements can be called concepts. When planning for children's learning, it is very important to plan in relation to concepts and to provide learning experiences that emphasize the concepts to be taught.

> Show Transparency Cur-1. Have participants look at the farm and tell what knowledge children might gain from a visit to the farm. List these concepts on the transparency.

2. Learning Skills.

Skills are those things that we learn by practicing. Physical activities often involve learning skills. Cutting, gluing, stacking blocks into a tower, shaping a letter or numeral, skipping, and working a toy cash register are all examples of the types of skills kindergarten children learn.

> Show Transparency Cur-2. Have participants list activities which would be appropriate for teaching skills to kindergarten children. Have them list inappropriate activities that are sometimes used to teach skills to kindergarten children. Write the participant responses to the transparency.

When planning for skills development, it is important that children be given many opportunities for MEANINGFUL practice. This means that making a page of the letter "D" would be INAPPROPRIATE. The letter "D" would have no meaning in this situation and the exercise would have no purpose for the child other than to please the teacher. Though a five- or six-year-old child would probably do this task willingly, because children of this age want very much to please the teacher and because in the beginning the task is novel, soon s/he may tire of the repetitiveness of such work and become a "mental drop-out". Children who are assigned mindless activities soon become discouraged with school and permanent motivational damage is done. They may be added to the roll of those high-school students who, if they stay in school at all, are behavior problems or non-achievers. They stay in school, but do as little as they can to get by and never really "catch fire" with the excitement of learning.

If children are involved in exploring interesting topics, they will practice many skills incidentally as they communicate with others about the things they are learning. This type of skills practice gives children the reward of intrinsic motivation because others show appreciation for the new knowledge they are able to share through use of the learned skills.

3. Learning Dispositions.

Dispositions are the attitudinal habits children acquire primarily by modeling adult behavior. They are habitual ways of responding to experiences. Curiosity, for example, is a disposition of most children before they are influenced by adults to be frightened, or repulsed, or sickened by the curious things around them. The desire to learn is a disposition as is the desire to AVOID learning. The attitude of cooperation, the desire to be helpful, the willingness to please, and the desire to be comforting are all dispositions generally considered positive.

> Show Transparency Cur-3. Ask participants to name dispositions a teacher should model. Write the appropriate examples on the transparency and discuss any incorrect responses.

The teacher who exhibits a sense of humor by laughing with children at their jokes encourages them to develop a personal sense of humor in two ways:

a. by modeling;

b. by letting them practice humor.

On the other hand, the teacher who is often ill-tempered and "out of sorts" encourages children to model such negative behavior. Children must have opportunities to practice appropriate positive dispositions if they are to develop them. They must have opportunities to initiate investigations if they are to be investigators and opportunities to make decisions if they are to be decision makers. Both the skills and the attitudes necessary for success with such processes require much practice.

4. Learning Language.

We know more about the things that affect language learning than ever before and one of the things we know is that language is best learned through CONVERSATION. Three primary purposes for using language are communication, expression, and reasoning. All three are best learned through conversation.

In order for children to have conversations, we must provide conducive environments. First we must make conversation a part of the classroom. Rather than saying, "Don't talk," and "Be quiet," we should say, "Talk about what you have seen," and "Let's talk about what we want to do."

We must insure that children also have many interesting things to tell. Some children do not have exciting home experiences to share with others; consequently, they need very excting school experiences. No one is likely to have a conversation about what they did in a workbook yesterday or about the color sheet they completed. Excitement is generated through real-life sensory experiences, like visiting the park, or growing seeds, or watching animals. Conversation is generated by feeling, smelling, tasting, hearing, and seeing a variety of things. It is even generated when the teacher does something interesting. Bringing a quilt to class you have made or a plant you have grown is sure to start conversation among the children. Just see how many questions they ask before you can set down what you are carrying!

It is important to recognize the difference in conversing with children and interrogating them. If we ask children a series of questions, we tend to intimidate them, rather than to show genuine interest. Real conversation is most often initiated by the children rather than by the teacher. The language framework (or scaffolding) we provide for them with our own interested responses keeps the conversation dynamic and leads to vocabulary development, sentence expansion, and general language growth.

> Use transparency Cur-4 which shows pictures of various types of activities. Which activities would likely have a positive long-term effect on language? Which would have a negative effect? Why?

B. <u>Intellectual Development in the Kindergarten.</u>

One of the primary concerns in kindergarten curriculum planning is development of cognitive or intellectual processes. INTELLECTUAL activity is very different from ACADEMIC activity. Through intellectual activity children become involved and interested in a study over an extended period of time. Many school activities are academic rather than intellectual. They hold attention for very brief spans of time. Again, workbooks and worksheets are among the most

destructive academic tasks because they eventually destroy the disposition for learning.

> Project Transparency Cur-5. Ask participants to name activities that they would consider INTELLECTUAL. Record the correct responses on the transparency. Have the participants name several activities that they consider merely ACADEMIC. List these responses on the transparency.

Project work is the best example of sustained intellectual activity. Through projects children are encouraged to use their senses to find out about the things that go on around them . . . the things they are interested in . . . and to reproduce or recreate such activities in a variety of ways. For example, children may visit a fire station. When they come back, they can build a fire station in the classroom or make a bulletin board about what they saw at the fire station. They may read the book The Three Little Pigs, then build the pigs' houses and act out the story. Such projects require a considerable amount of time and children may stay involved and interested for as long as a month. They learn through related classroom conversation through art, and music, and through acting on the materials at their disposal to shape something of their own.

According to Dr. Lilian Katz, prominent early childhood educator, projects have several characteristics that make them especially valuable in planning kindergarten curriculum:

1. They motivate interest over a period of time.
2. They involve participation on a variety of levels.
3. They are based on use of junk materials.
4. They are usually based on things that are vivid and exciting to children.
5. They have the components or potential for action on the part of the children.
6. They can have the potential for elaboration. Children can take them as far as they like.
7. They are interesting to children and to teachers.
8. They involve much thinking and problem-solving.

Use Transparency Cur-5 again. Ask the participants to look at the lists of the activities they suggested. Does each activity in the INTELLECTUAL column meet the criteria noted above?

C. Teaching Through Units or Topics.

In the kindergarten, planning is usually done through topics or UNITS. A unit of study includes basics that we usually think of in relation to school, such as mathematics, sciences, language arts, and social studies. It also includes other areas that are basic in early childhood education--art, music, movement, housekeeping, cooking, sand and water play, and wood working.

Use Transparency Cur-6. Show this web and point out how various curriculum areas have been included in the diagram.

Unit topics are selected to build on the natural interests of children and are planned to coincide with state curriculum guidelines.

Use the left side of Transparency Cur-7 to show the list of unit topics suggested in the Mississippi Kindergarten Curriculum Guidebook.

Through topic work, projects can be developed over an extended period of time, while special topic activities serve as supplements. A unit called "Look At Me, I'm Special," for example, might include a project such as making a "Me Book". Each child can do a page for his/her book every day or two; consequently, at the end of the three week unit, every child will have a book with pages related to "My Family," My Pets," "My Home," "My School," "My Favorite Foods," etc. The teacher only needs to provide materials such as paper and markers in the language arts center for this activity. Because it is a project, the center would not need to be changed for two weeks or more.

The teacher might supplement this project with daily activities. For example, one day the children and the assistant teacher could work on a measurement chart in the math center. Each child would be weighed and measured. This information would be recorded on a graph. Children might copy their heights and weights onto a page of their

"Me Books" and perhaps draw a portrait of themselves for a personal page. On another day, children could use Cuisenaire rods in the math center to draw their houses. The data related to their pictures could be summarized on cards and displayed with drawings of the houses they created. For example, a child might write: "I used 6 blue rods. I used 5 red rods. I used 3 orange rods."

A related music activity could include singing the song, "Oh, What a Miracle Am I," by Hap Palmer. This song tells many of the wonderful physical things about a child -- hands that can clap, feet that can stomp, a spine that bends. An activity related to this project might be to make a large mural with the children's hand and foot prints done with tempera paint, noses, ears, and eyes cut out of magazines, and children's writing/drawing about "miracles". This project, too, would require several days' work.

> Show Transparency Cur-7. Indicate the examples of projects and activities shown on the top of the transparency. Have participants tell one project and one activity that might be done in conjunction with each unit theme listed.

Often when teachers begin to teach at the kindergarten level, it seems overwhelming to them that they are responsible for so many CENTERS in the classroom. Sometimes they get the mistaken idea that new activities have to be made for every center every day. They think of activities as teacher-made games and puzzles and they wonder how all the work can ever be accomplished.

This mistaken notion can quickly exhaust the kindergarten workers. Such construction work on the part of the teacher is simply not necessary. Games and puzzles are interesting and exciting for occasional use. They can even be used consistently during one period of the day, such as Centers Time. But the real construction work should be done by the children. The bulletin boards, the art work, the posters, the murals, and even some games can all be done by the children. The teacher must provide the raw materials and be on hand to organize and supervise, but the majority of the work should be "child work". It is through doing such creative work in conjunction with a unit of study that children learn.

Use Handout Cur-8. Divide participants into small groups of from three to five each. Let each group decide which activities listed in the lesson plan would probably be for one day only and which would require longer than one day.

D. Planning a Unit of Study.

It is very important that the assistant teacher and the teacher work together in planning a unit of study because they will be working together to complete it. Some useful steps in unit planning include:

1. Choosing a topic;
2. Outlining the curriculum;
3. Developing concept statements;
4. Developing content (projects and activities);
5. Structuring the content;
6. Organizing the children;
7. Anticipating problems.

The following paragraphs expand upon these steps.

1. Choosing a Topic.

When choosing a topic for young children, it is important to consider how relevant the topic is to their lives and interests. The topic should be a concrete one which is based on what the child sees and knows. The more the teacher can do to make the topic real to the child, the more likely it is to really come alive again in the classroom. Artifacts, field trips, visitors, and media can all help to make the experience more real, but it is better to study the cotton field that is growing beside the school than to study China or Hawaii if there is no chance for a visit.

As you think of each child and consider the specific needs of each child, think about how these needs can coincide with a special event or happening that will attract everyone's attention. Toys, for example, may be on the minds of most children during December. If children need practice in recognizing coins, this could

be the basis for a unit on economics including a discussion of how many quarters make the dollars that a special toy costs. If number recognition is a skill some children need to acquire, perhaps a toy train with the numbers stenciled onto each car could be used to haul cargo.

Some topics that seem exciting to the teachers may not be very popular with the children. It is usually better to start with the children's interests and then relate other things that the teachers want to include.

> Use a blank transparency or the chalk board. Ask participants to suggest topics that would be appropriate unit themes to use in kindergarten. Record responses on the chalkboard or blank transparency.

2. Outlining the Curriculum.

The curriculum outline can be begun by making a brainstorming web or flowchart of everything that can be related to the topic. At this point, you are just trying to make topic connections rather than identifying specific concepts or of activities. These phases of the planning process will come later.

> Use Transparency Cur-9. Read each rule and discuss those that inspire questions.

There are several rules that govern construction of a brainstorming web that can help to generate many creative ideas.

a. Set a time limit for the brainstorming session. Five to ten minutes is usually adequate.

b. If possible, include at least three people in the session.

c. Generate as many ideas as possible in the time limit. Do not attempt to evaluate ideas at all: accept every idea.

d. Use the piggybacking principle. If one person suggests an idea, try to let that idea suggest a related one.

e. Try for silly and bizarre ideas. Some of the most creative ideas at first seem impossible.

3. Developing Concept Statements.

Once a webbed outline for the topic has been prepared, the next step is to write concept statements in relation to the areas of the diagram. A concept is an idea about the topic. Again, this new concept outline can be visualized through use of a web . . . this time a Concept Web.

> Show participants the Concept Web on Transparency Cur-10. Talk about how the concept statements are written, emphasizing the need to keep them in terms children might use if they were telling what they understood about a topic.

An example of a concept a child might develop in relation to the topic "My School," would be: "My school has many people working in it." Another concept would be, "My school is a place where I come to learn things and to have a good time."

> Have participants develop a concept web for the topic they brainstormed earlier. Do this as a whole group, recording the responses as they are presented. After major concepts are suggested, some may need to be combined.

4. Developing Content Projects and Activities.

Now that major concepts of the unit have been defined, the next concern is to plan what projects and activities will be included in the unit. Make no attempt to regulate the project and activity ideas. Be as creative as possible in planning activities, referring to the concept statements and making sure that each concept is being presented in a variety of different forms. Once those activities that can be generated spontaneously are recorded, then survey resource materials to find information, activities, songs, art ideas, etc.

Use Transparency Cur-11. Let participants suggest several places they might look to find information of the listed types about the topic previously brainstormed. Write the suggestions on the transparency.

Information about the topic can be gathered and prepared for children in a variety of ways. Materials can be reproduced as models, pictures can be drawn, usable ideas can be copied, real objects and materials can be collected and displayed. Stories can be recorded on audio or video tape. Expert assistants can come into the classroom to talk to the children or to work with the children on a project.

After resource materials have been surveyed, the activity web can be expanded.

Let participants develop an activity web for the topic brainstormed earlier.

5. Structuring the Content.

It is now time to select the activities that will best meet the GOALS you follow in planning kindergarten curriculum and that will assist children in developing the CONCEPTS upon which you will focus. The number and types of projects and activities that can be included will depend on several factors.

Use Transparency Cur-12 as you discuss the factors which regulate the number and types of activities that can be included in a unit.

a. The amount of time to be allotted to a unit is a primary consideration in planning activities. Units may last from one week to eight weeks, depending upon the breath of the topic and the interest of the children in the topic. More extensive projects can be undertaken in a longer unit than in a shorter one.

b. The number of adults in the classroom is another important consideration when planning projects and activities. If there are two adults in the classroom, then one activity can be supervised by an adult while another adult monitors the rest of the classroom. If there are three adults, then two adult directed activities can be included at that particular time. Parents and other volunteers can be used on those days that is seems necessary to have more adult direction. The teacher and the assistant teacher can work together in recruiting such help.

c. The nature of the group of children in the class must be carefully considered. Some groups are more independent and seem better able to handle a wide range of freedom than other groups. The general interests of the group leaders will also affect how well the group responds to a topic and to specific activities.

d. The equipment and supplies available or obtainable are important considerations. If resource funds are limited, then much of the planning must revolve around use of recyclable materials. Some activities require special equipment that would not be available to most kindergartens. If a kiln, or a video camera or a similar piece of equipment is desirable, it is sometimes possible to arrange to take the activity to the equipment, or to bring the equipment into the classroom on a loan basis. If this is not possible, then a wonderful idea may not be usable.

e. The feasibility of a project or activity must be considered. Taking children to the airport would be marvelous learning experience, but if an airport is not accessible, then the activity cannot be used. The airport will have to be presented in some other way - perhaps by showing a videotape and then building a model of the airport in the classroom.

f. The size of the classroom or teaching space plays a part in activity selection. A movement activity that might work in a classroom with a large open space could be disastrous in a small crowded classroom. The

same activity might be equally disastrous in an open gymnasium because the very large space might overstimulate the children and result in chaos.

g. The previous activities and projects used in relation to other units can be a deciding factor in planning. It is important to maintain variety in selecting the types of art forms and language forms used and in selecting books and records. It is important, on the other hand, to use some activities previously presented. If children are to feel free with an art form or a procedure, repetition is important. If an important skill has not been introduced previously, then it might be planned for now.

When all of these factors have been considered and the list of activities and projects has been duly reduced, it is time to think of how the remaining ideas can be arranged to maximize their effectiveness.

It is important to begin the unit in a motivational and exciting way and to end it at a high-point. If some areas of the curriculum received emphasis in a previous unit, then different areas might be chosen to receive focus in the current unit. Times of some activities will be determined by outside forces. If you are planning a field trip, it is important to plan for the convenience of the site personnel and to determine when you might get needed transportation and extra supervisory help.

Next the planned topic areas should be sequenced. You may not follow this plan exactly but it is important to have a written outline of projects and activities to assist you in periodic evaluation.

Divide participants into groups of three or four. Let them put the projects and activities previously suggested into a time framework for a two-week teaching period. As groups complete their plans, let them share them by telling which activity they chose to initiate and end the unit and which projects they used.

6. Organizing the Children.

Making plans for organization of the children is very important in developing any unit. If we assume that a kindergarten classroom has a teacher and an assistant teacher, it is important to decide during planning where each of these adults is at different times of the day, and whether children will be in small groups, in a large group, or working independently. As mentioned previously, only one adult should be working with a small group of children at one time. The other should be free to monitor other small groups working independently.

The topic might be introduced in a large group. Some type of real experience (a field trip, a film, a story, and experiment, an object, etc.) is the most involving way to begin a unit and often this can best be presented to the whole group. After the topic has been initiated, children can be given specific assignments as part of small groups or as individuals. Sometimes small groups can be made up of children from more than one class. A special interest group or a group of children with a similar strength can work with one teacher or assistant teacher, while other children remain in their regular classroom to work on a different aspect of the topic.

The teacher will want to keep a folder or checklist of unit related activities completed by each child as an evaluation aid. Some children can keep such records themselves through writing or drawing about what they have done each day in a log or diary. Other work done by each child as part of a collection can give the teacher feedback on how well a topic is begin received. The best way to evaluate kindergarten children is to look at the things they make or do.

For some activities, the teacher will want to place specific children together in work groups. This prevents many of the problems that arise when groups are given special tasks to accomplish. It is important that at other times the children are free to choose friends to work in a group. This gives them experience in working with those who have personalities very differnt from their own and in settling the confrontations that arise in any social group.

Sometimes the stage of a task will determine the group. If some children have finished painting their fish and are ready to hang them on a mobile, they need to work together, while those children who are still painting must be grouped. Adults will not always be able to anticipate who will reach a common level at the same

time, but often previous observation will give clues as to which children will need additional assistance and which will proceed independently.

> Use transparency Cur-13. Read situation 1. Ask participants to decide whether the situation could have been avoided through different organization of the children. How would they suggest changing the plan? Consider situations 2 and 3 in the same way. Was the original plan appropriate? Why? Why not?

7. Anticipating Problems.

No matter how much care was taken in choosing a topic and developing the plan, unexpected problems may arise. It is important that these spontaneous problems be handled well. The following pointers offer some direction in reflecting on such circumstances, should they occur.

> Show transparency Cur-14. Ask participants to give examples of (A), (B), and (C), and discuss with reference to the material that follows.

a. Look for signs that indicate the topic is not taking off as it should.

Are children fidgety, distracted, not completing tasks, arguing and fighting more than usual, spoiling displays or experiments, crying, and becoming frustrated?

Consider these possibilities:

Was the topic selected with the children's interests in mind?

Was the beginning of the unit exciting enough to catch the interests of the children?

Is this topic too much like a previous one?

b. Make certain that the topic options allow for various modalities of receiving and expressing new information and for the various levels of ability represented by the children.

Is there an emphasis on active participation rather than on sitting and listening or pencil/paper tasks?

Are any of the planned activities inappropriate for the developmental level of the children? Do children have the necessary background skills to do what they are asked to do?

Are the activities too repetitive or too much like those done in previous units?

Suggestion: Make the necessary changes in plans and proceed from there.

c. Pay attention to other events which may be interfering with progress on the unit.

Is there some unusual holiday or happening that the children are more interested in?

Suggestion: Use the interests of the children. After the interest in the unusual event has passed, go back to the original topic or start a new topic.

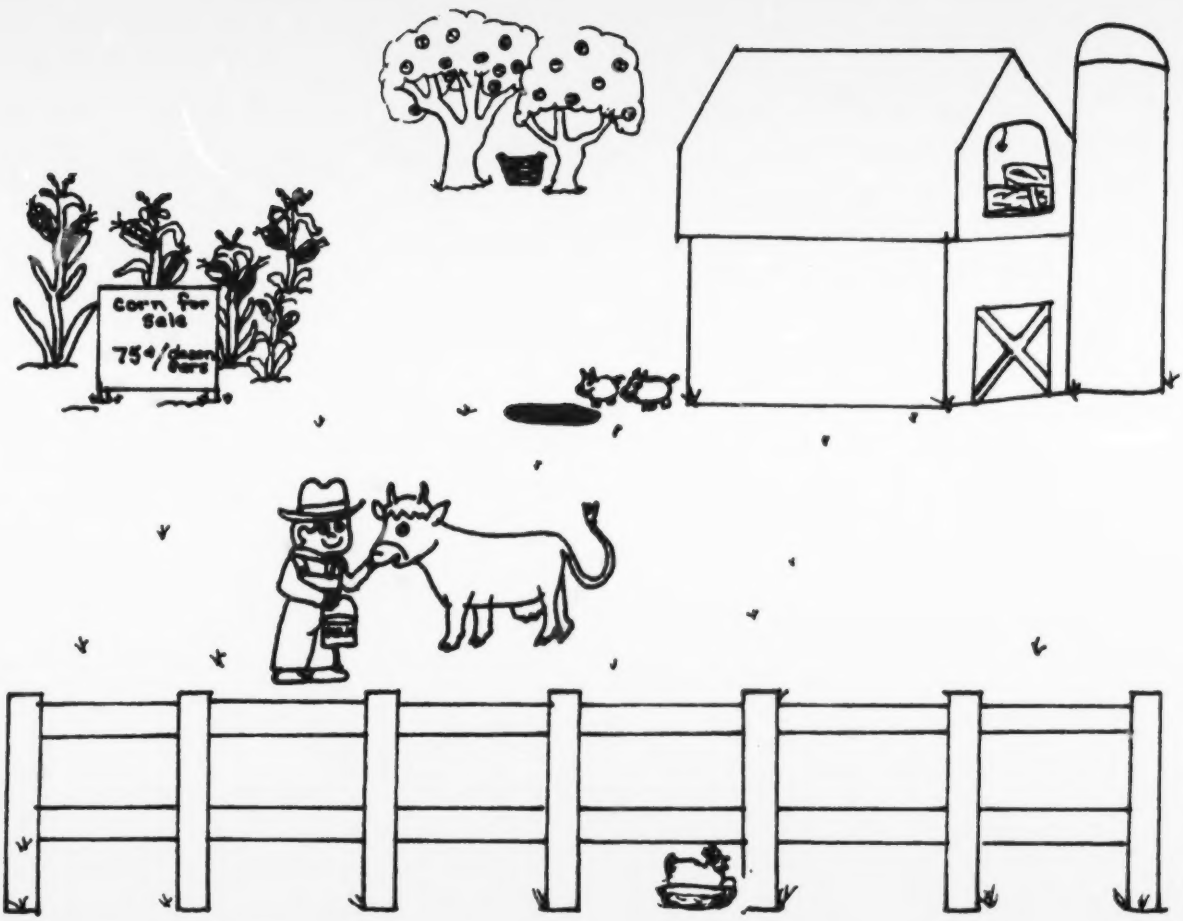
SUMMARY

This workshop has presented an overview of the kindergarten curriculum. Specific forms of planning and procedures including unit planning, and scheduling have been discussed in detail. Since integrated planning may be new to some teachers, additional time may be needed to fully understand the planning process. Cooperation between the teacher and assistant teacher in planning and implementation will be necessary.

TRANSPARENCIES

FOR

UNDERSTANDING THE CURRICULUM



What knowledge could children gain from visiting a farm?

CUR-1

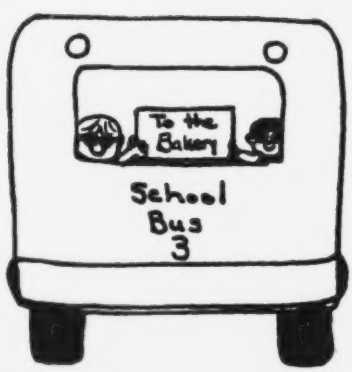
Appropriate

Inappropriate

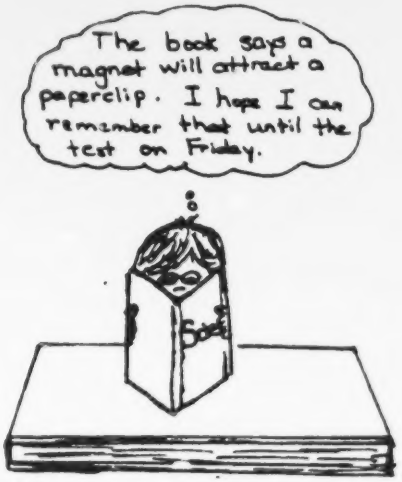
Dispositions

- What other dispositions should teachers model

Which activities promote language?



Intellectual



Academic

Science

* make balloon planes
* Show and talk about safety signs

Math

* Use pattern blocks to design a rocket
* graph things go on land, water, and air
* how we get to school graph

Woodworking

* build a rocket station

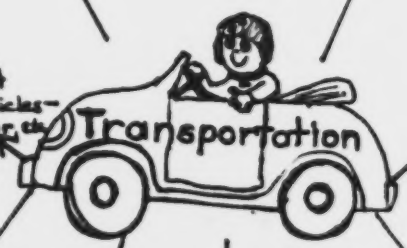
Dramatic Play

(in housekeeping center)

* put hats in center to suggest workers who use different vehicles- Cowboy, pilot, truck driver, sailor, etc.
* add a suitcase and airline tickets

Library / Language Arts

* make a book of things that go on water, land, and
* read transportation books



Cooking

* make rocket salads
  - cherry
  - banana
  - pineapple
* make celery vehicles
  - celery
  - banana wheels (toothpick holds them on)

Blocks

* make roads from blocks

make vehicles from blocks

Music / Movement

* play game - Red Light
* sing "Flying In My Airplane" by Raffi

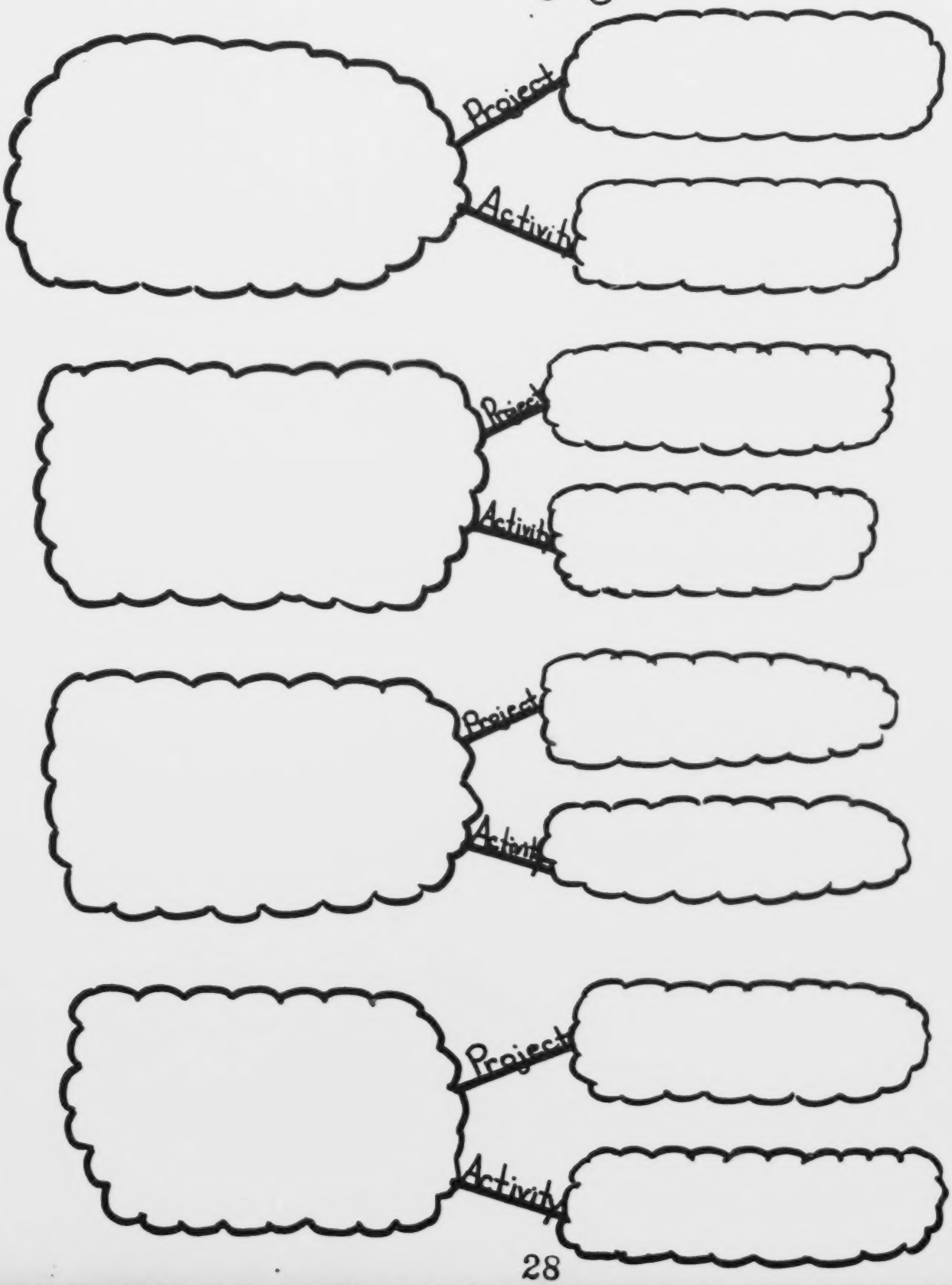
Sand / Water

* make aluminum foil and clay boats. Which will hold the most cargo?

Art

* make vehicles out of junk
* crayon resist - underwater picture
* transportation collage

Units Suggested



CUR 7

Monday

large group	Calendar - weather - Read "Where The Wild Things Are"
art	make "wild things" for bulletin board mural
housekeeping	have masks and cloth for "wild things" clothes
blocks	build "forest for wild things"
wood working	make Max's boat and paint it
sand/water	see how many cups of water a "boat" would hold
lang. arts	write a page for "Max's Next Dream" book
math	make boats out of cuisenaire rods. Write summary.
science	make boats out of foil. Which hold most cargo?
music	use instruments to invent "wild things" music
cooking	make "monster" mix (m+m's, nuts, raisins)
outdoor	measure time needed to run a "wild things" maze
story	re-read story. Let children take parts.
snacks	eat "monster" mix
music time	play "monster" music. move like monsters
sharing	share wild things made for bulletin board
summary	write in daily logs. read to a friend

* one day only

→ more than one day

RULES FOR CONSTRUCTION OF A BRAINSTORMING WEB

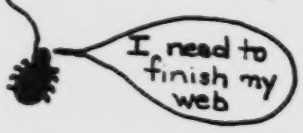
1. Set a time limit for the brainstorming session. Five to ten minutes is usually adequate, with more time needed for fewer people.

2. Include at least three people in the session if possible.

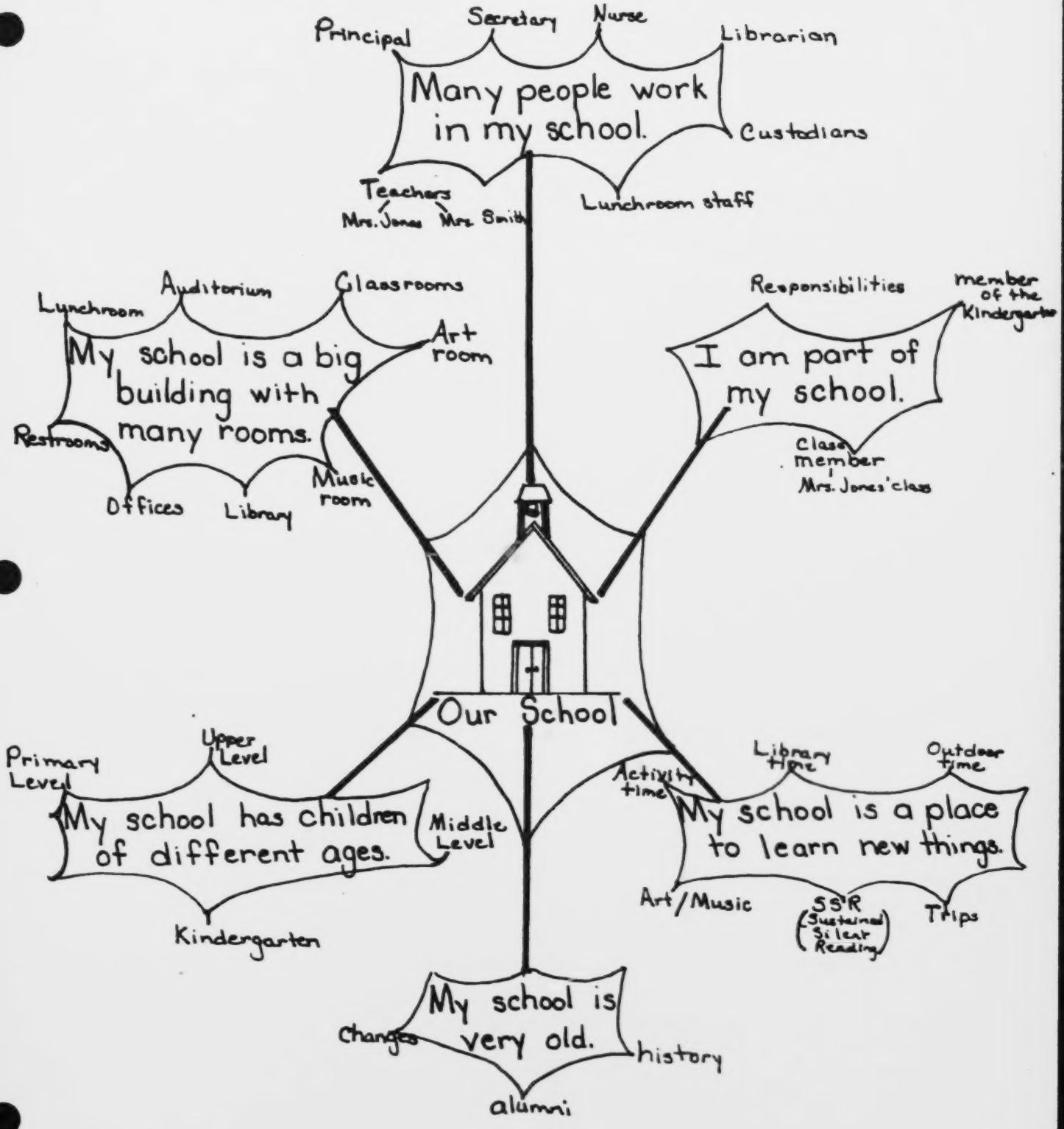
3. Generate as many ideas as possible in the time limit. Do not attempt to evaluate ideas at all; accept every idea.

4. Use the piggybacking principle. If one person suggests an idea, try to let that idea suggest related one.

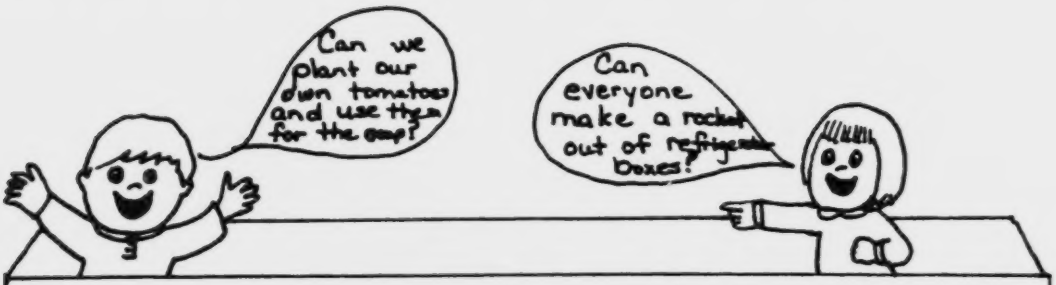
5. Try for silly and bizarre ideas. Some of the most creative ideas at first seem impossible.



CUR-9


Our School
Many people work in my school.
Principal
Secretary
Nurse
Librarian
Custodians
Lunchroom staff
Teachers
Mrs. Jones
Mrs. Smith
My school is a big building with many rooms.
Lunchroom
Auditorium
Classrooms
Art room
Music room
Library
Offices
Restrooms
I am part of my school.
Responsibilities
member of the Kindergarten
Class member
Mrs. Jones' class
My school has children of different ages.
Primary Level
Upper Level
Middle Level
Kindergarten
My school is a place to learn new things.
Activity time
Library time
Outdoor time
Art/Music
SSR (Sustained Silent Reading)
Trips
My school is very old.
Changes
history
alumni

Where could we look?



FACTORS TO CONSIDER WHEN PLANNING ACTIVITIES

1. The amount of time to be allotted to a unit is a primary consideration in planning activities.

2. The number of adults in the classroom is another important consideration in planning projects and activities.

3. The nature of the group of children in the class must be carefully considered.

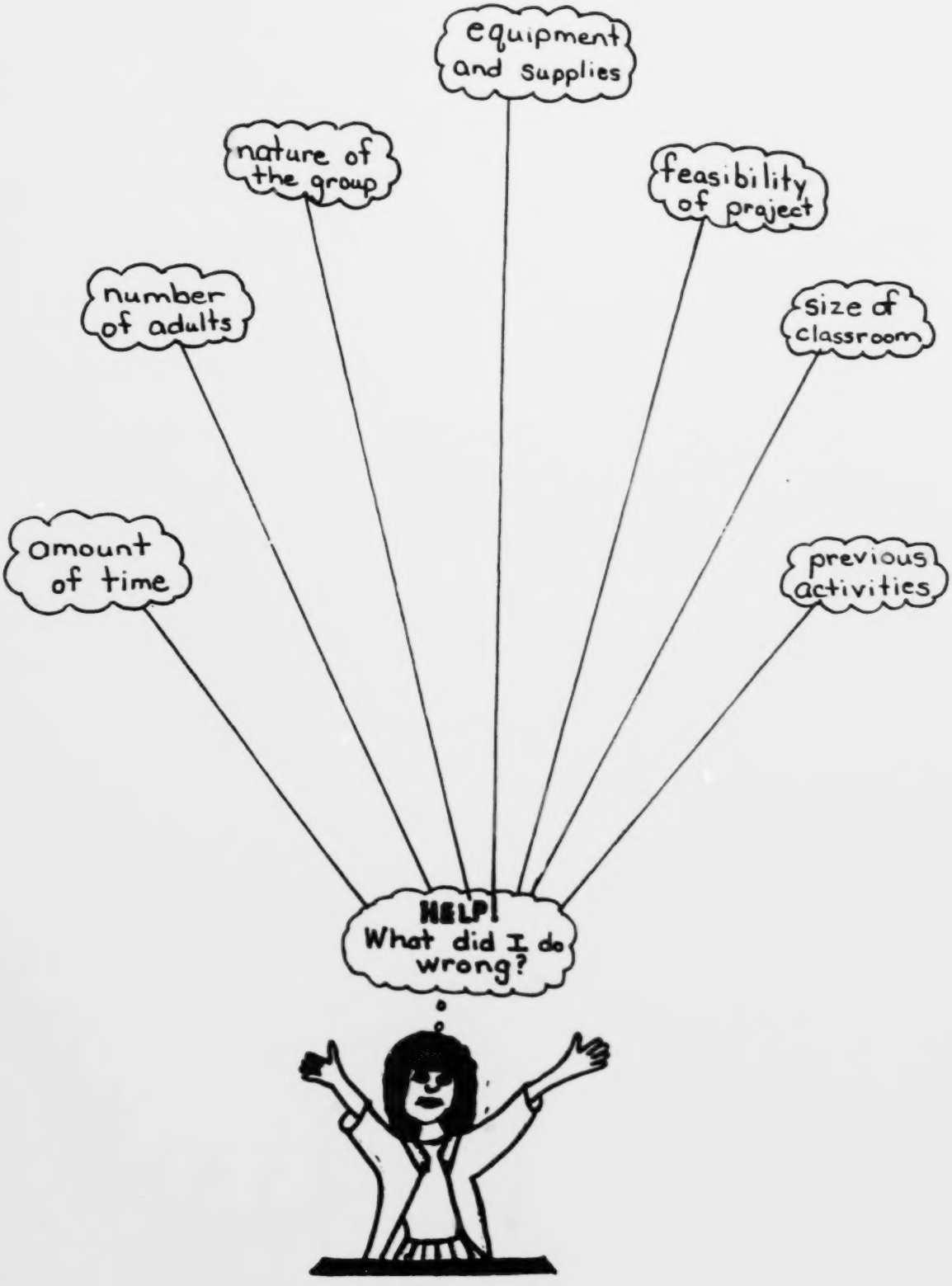
4. The equipment and supplies available or obtainable is another important consideration.

5. The feasibility of a project or activity is another aspect of planning that must be considered.

6. The size of the classroom or teaching space plays a part in activity selection.

7. The previous activities and projects used in relation to other units can be a deciding factor in planning.

CUR-12


equipment and supplies
nature of the group
feasibility of project
number of adults
size of classroom
amount of time
previous activities
HELP! What did I do wrong?

CUR-13

Today, we are going to discuss fish!
My hand has been up a very long time. It's my birthday!
How many legs does a fish have?
Anna, took my bear

A. Look for signs that the topic is not taking off as it should.

B. Make sure that the topic options allow for various modalities. of receiving and expressing information and for the various levels of ability.

C. Pay attention to other events which may be interfering.

CUR-1